

Our vision at Montana International College is to provide an education of excellence, an education adherent to the requirements of the 21<sup>st</sup> century. Montana International College is proud to be the 1<sup>st</sup> school in Metn to adopt the Reggio Emilia approach to early education.



**Reggio Emilia** is a city in northern Italy. The Philosophy and schools bearing this city's name were developed **after World War 2** by an educator psychologist named **Loris Malaguzzi**.

Telefax: 04-914005/6 email:  
admin@mic.edu.lb ; admin1@mic.edu.lb  
[www.mic.edu.lb](http://www.mic.edu.lb)



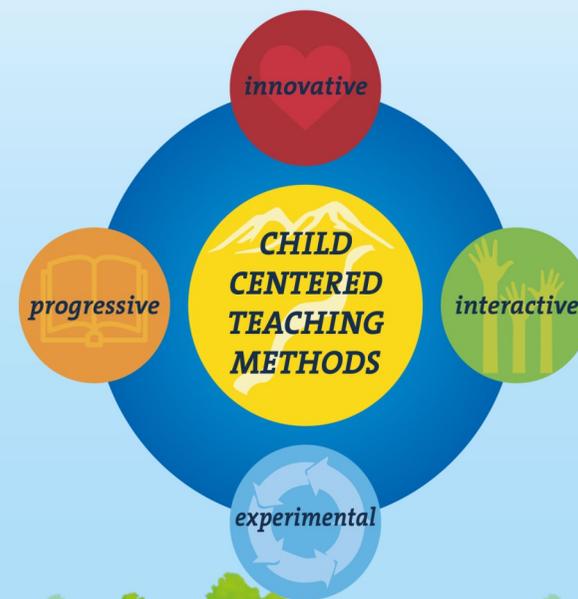
Montana International College



@ MONTANA INTERNATIONAL COLLEG



Preschool inspired by  
**Reggio Emilia**  
In French and English section



# Preschool inspired by Reggio Emilia approach

Montana Preschool is inspired by the Reggio Emilia approach of preschool education, integrated into a curriculum designed in conjunction with the national and international (French and American ) programs.

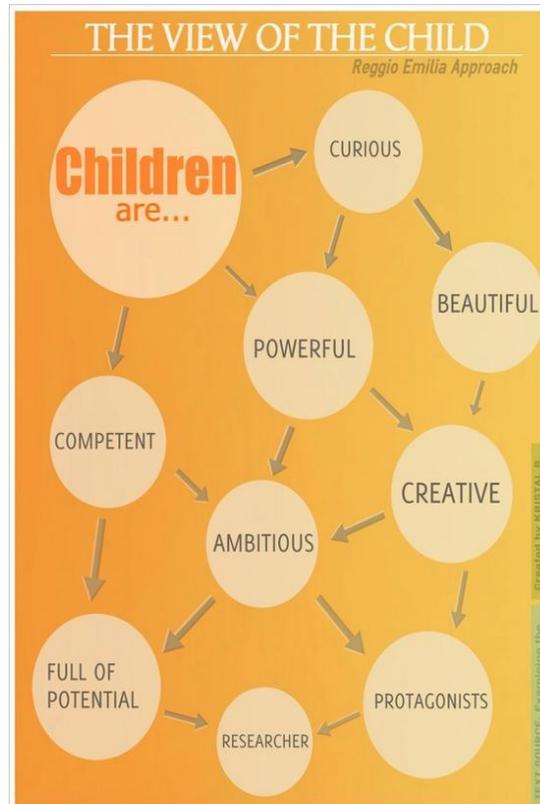
## Basic principles of the Reggio Emilia Approach :

**1. The image of the child:** The Reggio Emilia approach is based on the belief that **children** are **powerful** people, full of desire to learn, the ability to grow and to construct their own knowledge. Children have not just the need, but also the **right** to interact and communicate with one another as well as with caring and respectful adults.

**2. The hundred languages of children:** The hundred “languages” are the many modes of expression, such as speech, writing, movement, drawing, painting, ....through which children communicate and learn about their world.

**3. The community and the system:** The Reggio Emilia approach rests on 3 main pillars: parents, teachers and the environment. **Parents** are viewed as partners, collaborators and advocates for their children. **Teachers** facilitate children’s ability to represent what they know and imagine. They arrange new experience, connect children with resources (**provocations**), and facilitate and document group discussion and social interaction (**documentation**).

**4. The role of the environment:** The environment of the school (its classrooms, common spaces, and playground) is viewed as the “third teacher”. The environment is recognized for its potential to inspire children. Classrooms should be free from clutter. The space respects children as capable by providing them with authentic material & tools.



The *wider* the range  
of **possibilities**  
we offer *children*,  
the more **INTENSE** will be  
their **MOTIVATIONS**  
and the **RICHER** their  
**EXPERIENCES**

Loris Malaguzzi

### The Hundred Languages

The child is made of one **hundred**.  
The child has  
a **hundred** languages  
a **hundred** hands  
a **hundred** thoughts  
a **hundred** ways of thinking  
of playing, of speaking.

A **hundred**.  
Always a **hundred**  
ways of listening  
of marveling, of loving  
a **hundred** joys  
for singing and understanding  
a **hundred** worlds  
to discover  
a **hundred** worlds  
to invent  
a **hundred** worlds  
to dream.

The child has  
a **hundred** languages  
(and a **hundred** hundred **hundred** more)  
but they steal ninety-nine.  
The school and the culture  
separate the head from the body.  
They tell the child:  
to think without hands  
to do without head  
to listen and not to speak  
to understand without joy  
to love and to marvel  
only at Easter and at Christmas.  
They tell the child:  
to discover the world already there  
and of the **hundred**  
they steal ninety-nine.  
They tell the child:  
that work and play  
reality and fantasy  
science and imagination  
sky and earth  
reason and dream  
are things  
that do not belong together.  
And thus they tell the child  
that the **hundred** is not there.  
The child says:  
No way. The **hundred** is there.

-Loris Malaguzzi  
Founder of the Reggio Emilia Approach